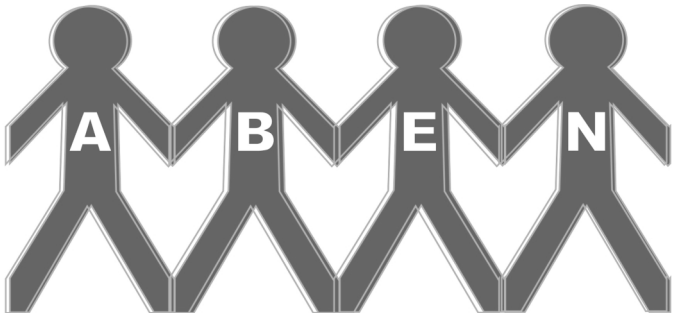




LEARNING DIFFERENCES BETWEEN BOYS & GIRLS



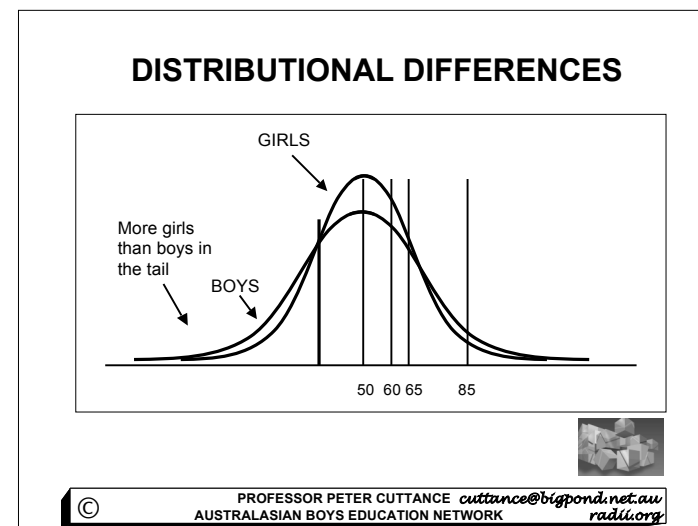
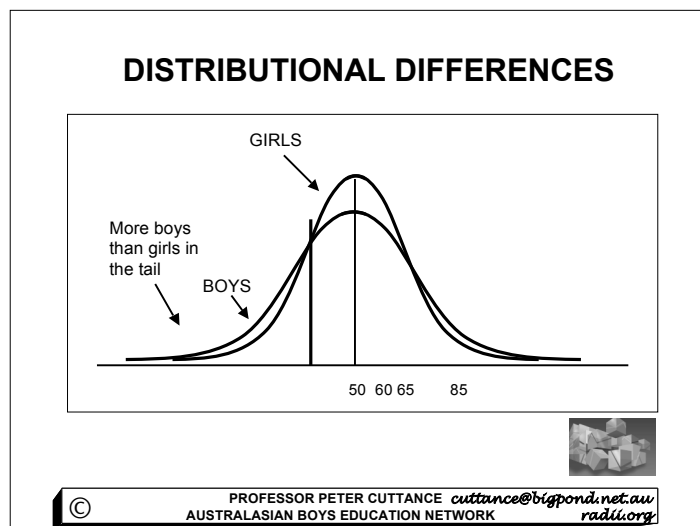
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- Gender differences relevant to schooling
- Lessons from BELS

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ZERO DIFFERENCES

- Reading
- Verbal reasoning
- Abstract reasoning
- Numerical reasoning
- Mathematics
- Communication skills
- Happiness
- Helping behaviours



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REAL DIFFERENCES IN FAVOUR OF GIRLS/FEMALES

- Writing
- Spelling
- Language
- Perceptual speed
- Facial expression processing



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DIFFERENCES IN FAVOUR OF BOYS/MEN

- Mechanical reasoning
- Spatial reasoning
- Ascribing failure to effort
- Assertive speech
- Verbal aggression
- Self-esteem
- Body-esteem
- Depressive symptoms



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LARGE DIFFERENCES IN FAVOUR OF BOYS/MEN

- Physical aggression
- Aggression in real world settings
- Grip strength
- Throw velocity
- Throw distance
- Sprint speed
- Activity level



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DEVELOPMENTAL DIFFERENCES

Mathematics: complex problem solving	5 – 10	0
	11 – 14	0
	15 – 18	++
	19 – 25	++
Self-esteem	5 – 10	0
	11 – 13	+
	14 – 18	+
	19+	+
Symptoms of depression	8 – 12	0
	13 – 16	+
Throwing distance	3 – 8	>++++
	16 – 18	>++++



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SUMMARY OF DIFFERENCES

- 78% of gender differences are small or close to zero
- Exceptions
 - ☐ Writing
 - ☐ Mechanical ability
 - ☐ Activity level
 - ☐ Motor performance
 - ☐ Aggression



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WHY SOME BOYS FIND SCHOOL DIFFICULT

- School is irrelevant to them
- School is boring and uninteresting to them
- School imposes too many unreasonable rules
- The boys lack the requisite social skills
- They lack resilience
- They lack the literacy skills required
- Schooling is too physically inactive for them



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15b

HOW TO MAKE A DIFFERENCE FOR BOYS

- Recognise that most boys are achieving as well as girls
- Develop multi-strategy projects
- Look for a clear impact on boys' behaviour
- Ensure that teachers implement the strategies
- Impact for boys comes from changes in practice
- Target specific groups of boys



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WHAT (YR 10) BOYS SAY ABOUT SCHOOL

- It's more about getting credentials than learning
- School work is boring, repetitive and irrelevant
- Doesn't offer courses needed for employment
- Homework intrudes on more valued aspects of their lives
- Years 8–10 waste too much time
- The workload is excessive in Years 11 & 12



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(cont)

- School poses too many contradictions and debilitating paradoxes:
 - ❑ school expects adult behaviour but doesn't deliver an adult environment
 - ❑ school pushes the rhetoric of education (eg fairness, respect, flexibility, a celebration of difference) — but produces the opposite in practice



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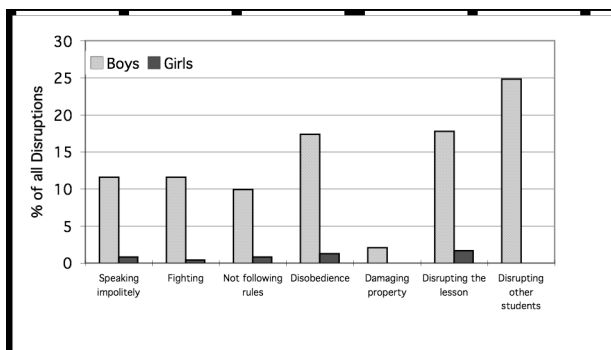
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BEHAVIOUR



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BEHAVIOUR DATA FOR A PRIMARY SCHOOL



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BEHAVIOUR

- Building relationships
- Clear behaviour management procedures
- Negotiated curriculum/student choice



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BEHAVIOUR OUTCOMES

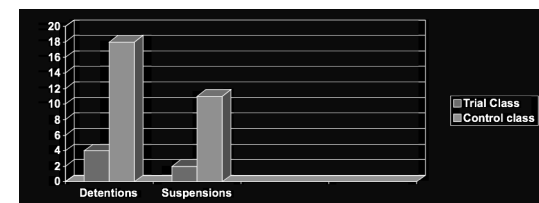
- More structured programs had behavioural benefits for boys
- Literacy & mentoring projects resulted in better behavioural outcomes
- Fewer
 - incidence reports
 - suspensions
 - time-outs, etc
 - days non-attendance
- Retention of boys 'at-risk'



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OUTCOMES

- Behaviour: Detentions/Time outs over 1 semester
- Suspension for cohort in 2004 V 2005



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ENGAGING BOYS

- 1 The teacher determines the learning process
- 2 Give students some choice of content
- 3 Work out what is relevant and meaningful to boys
- 4 Integrate boys' interests into the curriculum
- 5 Work out what the boy already knows
- 6 Find out what the boy would like to know
- 7 Provide the appropriate level of scaffolding



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RESILIENCE

- 1 Push boys beyond their perceived limits
 - ☐ physically
 - ☐ emotionally
- 2 Provide access to 'male' environments
- 3 Tackle bullying



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RESILIENCE

- 1 Resilience is the happy knack of being able to bungy jump through the pitfalls of life...ability to rebound after adversity of hard times... (Andrew Fuller)



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BUILDING RESILIENCE

- 1 Develop the boy's sense of belonging — connect boys to others whom you feel 'care' about them
- 2 Develop their self-efficacy and optimism — by seeking out positive experiences
- 3 Develop their emotional regulation — habits of concentration, focusing and calming
- 4 Develop their sense of personal mastery



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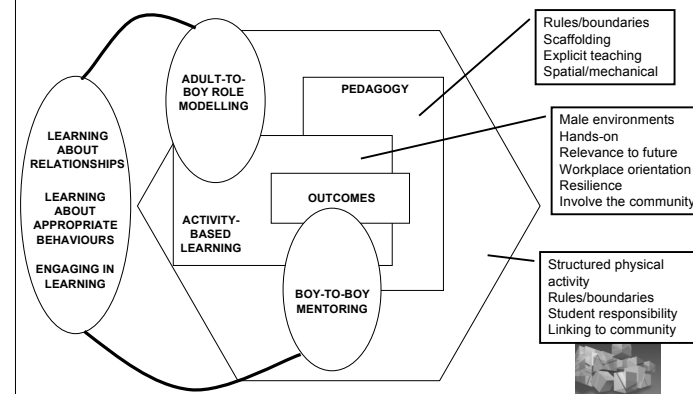
ACTIVITY-BASED LEARNING

- Focus on literacy, behaviour, social outcomes
- Link literacy to the real-world of their future
- School/industry/community collaboration
 - Give boys a 'taste of real life'
- Develop capacity for resilience & collaboration in demanding situations



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AN INTEGRATED APPROACH



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KEY LESSONS

- Make schooling relevant
- Address boys' need for physical activity
- Provide access to good role models
- Introduce boy-to-boy mentoring
- Provide the necessary level of scaffolding
- Make assessment multi-modal
- Ensure that boys have the literacy skills to thrive
- Give them a 'taste of the real world' of their future



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A RANGE OF RESOURCES ON BOYS EDUCATION ARE AVAILABLE AT:

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